



Charlotte Mason's House of Education,
Scale How, Ambleside, UK, 2009

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the day, and the lock of the night. Lessons of this character, which become wearisome if taken up often, are once or twice in the quarter most welcome to the children.

There are other negative cautions. Do not encourage the curiosity of children with respect to future events: the present is enough to them. This is sometimes done with a most injurious effect—the development of a taste for what is really intellectual gambling. It is, if possible, worse to allow the pursuit of knowledge to stand as an excuse for the neglect of any duty incident to the position in which the child may be placed.

EDUCATION.

MASTER, Thou wilt me poor —
 Haughty and rich am I ;
 In self-dependence rich,
 Presuming, hard, and high :
 Faith, looking on the coming years, doth see
 Dark faults, sore failures, let to humble me.
 Thy will be done !

A mourner must I be :
 And holy messengers
 Oft have Thy presence left,
 To bring me blessed tears :
 Too soon they fail, and sin's hot breath sweeps by :
 Then wilt Thou take the spot and show it me,
 Till, weeping, fain I turn to hide in Thee :
 Thy will be done !

Meek wouldst Thou have Thy child :
 How little can I bear !
 How seldom wait for Thee,
 Quiet, within Thy care !
 Though through provokings, teach me to endure,
 Bid errors make me of myself less sure :
 Thy will be done !

A hung'ring, thirsting one
 Must Thy disciple be ;
 And I so full ! grown fat
 On Thy gifts, leaving Thee !
 But Thou wilt teach me want, or take away
 All lesser food till Thou my only stay :
 Thy will be done !

Merciful as Thou art :
 Oh, how hard judgments rise !
 Oh, this censorious tongue,
 Evil-discerning eyes !
 Yet His sweet mercy will my King impart,
 If by no other way, e'en through the smart
 Of pity withheld in my extremities :
 Thy will be done !

Pure, e'en in Thy pure eyes :
 Single and free from guile ;
 Oh, when shall these vain thoughts
 Pure rising, meet Thy smile ?
 E'en this through Thee is mine : though it should be
 That, first, through purging fires, Thou go with me :
 Thy will be done !

Ruled by the Prince of Peace :
 How far from this my state—
 Oft striving for my own,
 Exacting, harsh, irate.
 No peace is found in me ; but Thou wilt come
 And make this chafing bosom Thy sweet home :
 Thy will be done !

Thus I abide His time ;
 For hath the King not sworn
 That all these shall be mine,
 And will not He perform ?
 If tender ways shall serve, such wilt Thou use ;
 But smite, if need be ; I would not refuse :
 Thy will be done !

THE CULTURE OF CHARACTER.

BY THE EDITOR.

"WHAT get I from my father ?
 Lusty life and vig'rous will ;
 What, from my gentle mother ?
 Cheerful days and poet's skill," *

says Goethe ; for poets, like the rest of us, are born, not made, and get the most of what they are from their parents. But it did not take poet or modern scientist to discover this ; people have known it time out of mind. Like father, like child, they said, and were satisfied ; for it was not the way in earlier days to thresh out the great facts of life. Not so, now, we talk about it, and about it ; call it *heredity*, and take it into count in our notions, at any rate, if not in our practice. Nobody writes a biography now without attempting to produce progenitors and early surroundings that shall account for his man or his woman. This fact of heredity is very much before the public, and, by-and-by, will have its bearing on the loose notions people hold about education. In this sort of way—"Harold is a bright little boy, but he hasn't the least power of attention."

"Oh, I know he hasn't ; but then, poor child, he can't help it ! 'What's bred in the bone,' you know ; and we are feather-brained on both sides of the house."

Now the practical educational question of our day is just this : Can he help it ? or, Can his parents help it ? or, Must the child sit down for life with whatever twist he has inherited ? The fact is, many of us, professional teachers, have been taking aim rather beside the mark ; we talk as if the development of certain faculties were the chief object of education : and we point to our results, intellectual, moral, æsthetic, physical, with a—See

* "Vom Vater hab' ich die Statur,
 Des Lebens ernstes Führen ;
 Vom Mütterchen die Frohnatur,
 Und Lust zu fabuliren."